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BOOK REVIEWS

First Lessons in Civics. A Text-book for Use in Schools. By S. E. FORMAN, PH.D. (Johns Hopkins). New York: American Book Company, 1898. 192 pp.

THIS is a live book for live boys and girls below the secondary school. The order of its chapters is from the home to the school, and thence through the various local governments to the national. Its constant aim is to do two things for the young student: to connect all discussions with political events which interest him; and to nourish in him a healthy ethical purpose. In this twofold aim it succeeds well. Of its 102 pages devoted to local governments, 35 pages to state activities, and 45 pages to national affairs (leaving 10 pages to an index), there is not one that is so dead, so wholly given to the *mere anatomy of constitutions*, as were most of the pages of most text-books on civil government of a decade or two ago. From first to last it keeps the student sensitive toward the political activities which touch his own life. This is done, first by using familiar political events to illustrate general truth and principle, and, second, by valuable questions, with which nearly every chapter closes. Too many of these can be answered by yes or no, and it would have been good pedagogy to put some of them at the beginnings of chapters. A few choice references would also have been valuable. On the whole, the book is simple, scholarly, interesting, and vigorous. It should perform a distinct service for higher citizenship.

HENRY W. THURSTON

A Concise Dictionary of Greek and Roman Antiquities: Based on Sir William Smith's larger dictionary and incorporating the results of modern research. Edited by F. WARRE CORNISH, M.A., Vice Provost of Eton College. New York: Henry Holt & Co., 1898.

THIS work corresponds in scope to Mandarin's edition of the *Classical Dictionary*, to which it is intended to be a companion volume. Like that book it is intended for the younger class of students and is

excellently adapted to the wants of pupils in our preparatory schools and undergraduates in our college courses. The main body of the work consists of 676 octavo pages. Then follow two excellent appendices of Greek (27 pp.), and Roman (49 pp.) law terms, arranged in alphabetical order. Next come tables of measures, weights, and money (26 pp.) These are followed by Greek, Latin, and English indexes (54 pp.), making a total of 829 pages.

The bulk of the illustrations (over eleven hundred in number) are wood cuts which exhibit the same merits and the same defects as Smith's Dictionary. Under the article Pottery there is a full page colored plate in which is reproduced a red figured and a black figured amphora and a Ckythus with white ground. Pages of description would not give so good an idea of the aspect of a Greek vase. To illustrate the article coinage, there are three plates which reproduce by photo-engraving some fifty ancient coins, each plate being accompanied by explanatory notes.

In general it can be said that the editor has exhibited no little skill in reducing the articles without thereby making the treatment meager. In many cases subjects that in the Smith are treated in several separate articles are (in this work) discussed together under a more general title, and unlike the method followed in the larger work English, as well as Latin and Greek, words are freely employed for titles. Thus the article Pottery combines the two articles Fictile and Vas of the Smith *Dictionary* and at the close, under the rubric Shapes of Vases, devotes some five pages to the illustration and description of the various types of vessels. For educational purposes this treatment is certainly superior to that of the Smith, where one has to seek illustration and description under the separate names. In the case of some of the more important types of pottery, however, there are separate entries, which in the case of the article Pateva seems to have been necessitated by the desire to add illustrations for which space was lacking in the list; in other cases, as, *e. g.*, under Trua and Trulla it is difficult to find any justification for the repetition of text and illustrations.

The article Architectura is another example of this advantageous combination of separate articles and illustrations, and here, too, the student is provided with a useful glossary of architectural terms. In like manner under Arms and Armour we find information which in Smith the student must search for under, Clapius, Parma, Pelta, Scutum, Ocrea, Lorica, Cingulum, Galea, Hasta, etc. This article, in the dis-

cussion of Homeric armor, shows a distinct improvement over Smith. Some of the illustrations are drawn from Reichel's *Ueber Homerische Waffen*, but the position of the writer is a conservative one and, after describing the Thorax, he refers expressly to Reichel only as follows: "The warriors sometimes fight without a *θώραξ*, and Reichel considers that the *μίτρη* was the only defensive armor, besides the shield, used by the heroes."

In other cases, too, the editor silently corrects errors in the Smith. Thus where Smith under *Lectus*, Vol. II, p. 18, col. 2, says "Often the feet (fulcra) too were of gold or silver," citing *Verg. Aen.* VI, 603, Cornish substitutes a brief statement of the explanation offered by Anderson in the *Classical Review*, Vol. III, p. 373.

Mistakes seems to be rare, but on page 698 under *προβολή* it is said that "The six generals who were impeached after the battle of Arginusae, 406 B. C., were proceeded against by *προσβολή*" (*Xen. Hell.* I, F. 35). It was the accusers of the generals who were so proceeded against, as is stated by Smith, Vol. II, p. 4 *g*, 2 *b*.

F. H. HOWARD

COLGATE ACADEMY

An Outline of the History of Educational Theories in England. By H. T. MARK. C. W. Bardeen, Syracuse, N. Y., 1899. \$1.25.

WE are still waiting for a history of educational theories in England. Mr. A. F. Leach has done more than any other person in England to stir up interest in this subject, and his books on *The Schools at the Reformation* and *Winchester College* have shed new lights on the early centuries. This book is one of the results of this awakening, but its contents are revealed by its title, "An Outline." It seems to be written for text-book purposes, a fault too common with our works on education. It is useful, however, in suggesting what a splendid field for investigation is open to the student of the history of education.

GEORGE HERBERT LOCKE

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